

# Mortimer Primary School

## Nursery Summer Overview

Welcome back to Nursery! We hope you had a wonderful break with your families. We can't quite believe we're into our final term. We will begin our travel and transport theme so don't forget to send in any photographs/postcards etc of places you have visited and the transport you used.

<b>Blue Group</b>	<b>Red Group</b>	<b>Green Group</b>
<i>Mrs Allsop</i>	<i>Mrs Brennan</i>	<i>Mrs Scurfield</i>
<b>Teaching Support Staff</b>		
<i>Mrs Hawthorne</i>	<i>Mrs Lawrence</i>	<i>Miss Seagrove</i>

Focus	Key Knowledge and Skills
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>I can sing a large repertoire of songs.</li> <li>I know many rhymes, I can talk about familiar books, and can tell a long story.</li> <li>I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and my interests (I like cars, I want the red one).</li> <li>I can use vocabulary focussing on my interests (e.g. motorbike) and familiar experiences (e.g. hairdressers).</li> <li>I can ask simple questions (e.g. Where is Mummy?)</li> <li>I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>I can match my developing physical skills to tasks and activities in the setting. For example, I can decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole I dug with a trowel. I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>I am becoming increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>I am becoming increasingly independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying my hands thoroughly.</li> <li>I can make healthy choices about food, drink, activity and tooth brushing.</li> </ul>
<b>Personal, Social, Emotional Development</b>	<ul style="list-style-type: none"> <li>I am increasingly able to follow rules, understanding why they are important.</li> <li>I do not always need an adult to remind me of a rule.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can develop appropriate ways of being assertive. Talk with others to solve conflicts.</li> <li>• I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• I am beginning to understand how others might be feeling.</li> <li>• I can use the toilet independently.</li> <li>• I can talk about the importance of hand washing.</li> <li>• I can talk about the importance of oral health.</li> </ul>
<p style="text-align: center;"><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• I can engage in extended conversations about stories, learning new vocabulary</li> <li>• I can begin to answer how and why questions about the stories I hear</li> <li>• I am developing my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</li> <li>• I can identify an object when given the initial sound.</li> <li>• I can say the initial sound in a given word.</li> <li>• I can clap the syllables in a word.</li> <li>• I can attempt to write my name in a way that I or others can recognise.</li> <li>• I can discuss the marks I make, e.g. "this is a car"</li> </ul>
<p style="text-align: center;"><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• I can solve real world mathematical problems with numbers up to 5.</li> <li>• I can compare quantities using language: 'more than', 'fewer than'.</li> <li>• I can subitise to 3. Ii can represent 1 - 3 on fingers, on a tens frame and with objects.</li> <li>• I can join in with number songs, attempting to represent numbers using fingers where appropriate.</li> <li>• I can recite numbers to 10 or beyond.</li> <li>• I can demonstrate understanding that we use one number for each item, when counting.</li> <li>• I can attempt to count objects, actions and sounds.</li> <li>• I can use and understand the term "more" in practical contexts.</li> <li>• I can describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight.</li> <li>• I can extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>• I can notice and correct an error in a repeating pattern.</li> </ul>

- I can use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.
- Shape - I know some common 2D and 3D shapes.
- I can combine shapes to create new ones e.g. an arch or a bigger triangle.
- Time - I can understand first/next.

### Events, Visits and Visitors

We will be learning about travel and transport and creating a display of places we have visited. We will be celebrating the King's coronation and other celebrations such as Eid. We are hoping to organise a trip to a farm this term so keep an eye out for further details in the coming weeks.

### Year Group Key Information

30 hour session	15 hour session
8.40am-3.40pm	AM 8.40am-11.40am PM 12.40pm-3.40pm

At the start of the morning session children must be in Nursery by 8.50am; if they arrive after this time they must enter school via the main entrance. The doors will open from 11.30am-11.40am for collection at the end of the morning session and from 3.30pm-3.40pm at the end of the afternoon session.

Thank you for your continued support - it is much appreciated.

Please keep up to date via the school website and Facebook pages and ensure we have your most up-to-date mobile numbers and email addresses.

Web: [www.mortimerprimary.co.uk](http://www.mortimerprimary.co.uk)

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Excellence for All